

**Report Date:** 06 Jan 2012

**Summary Report for Individual Task**

**081-833-5001**

**Apply Resilience Skills and Competencies Using the Avoid Thinking Traps Concept**

**Status: Approved**

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DESTRUCTION NOTICE: None

**Condition:** You are dealing with a situation or event in your unit or in your personal life that is resulting in counterproductive patterns in thinking due to your initial perception(s) being inaccurate and/or from having missed critical information. There are no other personnel or equipment requirements for this individual task. This task should not be trained in MOPP.

**Standard:** Identify three of the five common Thinking Traps listed and use the appropriate corresponding Critical Questions to uncover important information that you may have missed.

**Special Condition:** None

**Special Standard:** None

**Special Equipment:**

**Safety Level:** Low

**MOPP:** Never

<b>Task Statements</b>
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**Cue:** None

**DANGER**

None

**WARNING**

None

**CAUTION**

None

**Remarks:** None

**Notes:** TRAINING TIPS FOR THE TRAINER

1. Prepare yourself.
  - a. Obtain training guidance from your chain of command on when to train, which Soldiers to train, availability of resources, and the training site location.
  - b. Obtain the training objective (task, condition and standard) from the task summary.
  - c. Ensure you are familiar with the task by reviewing the task summary and the references in the reference section. Practice teaching the task or, as necessary, have someone train you the task.
  - d. Select a training method.
  - e. Prepare a training outline consisting of informal notes on what you want to cover during your training session.
  - f. Practice your training presentation.
2. Prepare the resources.
  - a. Coordinate for use of training aids and devices.
  - b. Obtain the required resources identified in the condition statement for this task.
  - c. Prepare the training site according to the condition statement and evaluation preparation section of the task summary as appropriate.

3. Prepare the Soldier.

- a. Inform the Soldier which task is to be performed and how well it must be performed. Refer to the standard statement and evaluation preparation section as appropriate.
- b. Caution the Soldier about safety, environment and security.
- c. Provide any necessary training on basic skills that Soldiers must have before they can be trained on the task.
- d. Pretest each Soldier to determine who requires training in specific areas by having the Soldier perform the task. Use DA Form 51 64-R and the evaluation guide in each task summary to make this determination.

4. Train the Soldiers who failed the pretest.

- a. Demonstrate how to perform the task or the specific performance step(s) to those Soldiers who could not perform the task to standard. Have Soldiers study the appropriate materials.
- b. Have Soldiers practice the task until they can perform it to standard. Provide necessary feedback to the Soldier.
- c. Evaluate each Soldier using the evaluation guide.

5. The reference for this individual task, The Resilience Factor: 7 Keys to Finding Your Inner Strength and Overcoming Life's Hurdles, Karen Reivich, Ph.D and Andrew Shatte', Ph.D., 14 October 2003, can be found by contacting your unit Master Resilience Trainer (MRT).

## Performance Steps

### 1. Define the Resilience Skill Avoid Thinking Traps.

Note: As necessary, review Individual Task 081-833-5000, Apply Resilience Skills and Competencies Using the ATC Model.

a. Thinking Traps are overly rigid patterns of thinking that can cause us to miss critical information about a situation or an individual. Thinking Traps are thoughts (interpretations of the Activating Event) in the ATC Model. Thinking Traps affect your consequences (emotions and reactions) and may prevent you from perceiving a situation accurately.

b. When you are in a Thinking Trap, you are certain of your perception(s) without having evidence to support it.

c. You can avoid Thinking Traps by identifying the pattern(s) you fall into and by asking appropriate Critical Questions to identify information you may have missed.

d. Identifying Thinking Traps enables you to avoid them in the future and is critical to enhancing resilience, performance and building strong relationships. Avoiding Thinking Traps helps to build mental agility.

e. It's common to fall into a Thinking Trap, particularly when under stressful conditions.

### 2. Identify Common Thinking Traps.

a. Jumping to Conclusions: believing you are certain about a situation despite having little or no evidence to support it.

b. Mind Reading: assuming that you know what another person is thinking, or expecting another person to know what you are thinking.

c. Me, Me, Me: believing that you are the sole cause of every problem you encounter.

d. Them, Them, Them: believing that other people or circumstances are the sole cause of every problem you encounter.

e. Always, Always, Always: believing that negative events are unchangeable and that you have little or no control over them.

f. Everything, Everything, Everything: believing that the cause of problems will negatively affect most areas of your life. Believing that you can judge one's worth, motivation or ability on the basis of a single situation (character assassination).

### 3. Ask appropriate Critical Questions to Avoid Thinking Traps.

a. Jumping to Conclusions. If you find yourself believing you are certain about a situation despite having little or no evidence to support it, slow down and ask yourself the Critical Question, "What's the evidence for and against my thoughts?"

Note: If the Soldier points out that the person's thought could turn out to be true, emphasize that Jumping to Conclusions is when you are certain it's true before you have the evidence to support it.

b. Mind Reading. If you find yourself assuming that you know what another person is thinking, or expecting another person to know what you are thinking, speak up and ask yourself the Critical Questions, "Did I express myself?" and "Did I ask for information?"

c. Me, Me, Me. If you find yourself believing that you are the sole cause of every problem you encounter, look outward and ask yourself the Critical Question, "How did others and/or circumstances contribute?"

d. Them, Them, Them. If you find yourself believing that other people or circumstances are the sole cause of every problem you encounter, look inward and ask yourself the Critical Question, "How did I contribute?"

e. Always, Always, Always. If you find yourself believing that negative events are unchangeable and that you have little or no control over them, grab control and ask yourself the Critical Questions, "What's changeable?" and "What can I control?"

f. Everything, Everything, Everything. If you find yourself believing that the cause of problems will negatively affect most areas of your life or believing that you can judge one's worth, motivation or ability on the basis of a single situation, get specific and ask yourself the Critical Question, "What specific area of my life will be affected?" Look at the behavior and ask yourself the Critical Question, "What is the specific behavior that explains the situation?"

(Asterisks indicates a leader performance step.)

**Evaluation Preparation:** SETUP: Provide the Soldier with the equipment and/or materials described in the conditions statement as appropriate.

**BRIEF THE SOLDIER:** Explain what is expected of the Soldier by reviewing the task standards.

PERFORMANCE MEASURES	GO	NO-GO	N/A
1. Defined the Resilience Skill Avoid Thinking Traps.			
2. Identified Common Thinking Traps.			
3. Asked appropriate Critical Questions to Avoid Thinking Traps.			

#### Supporting Reference(s):

Step Number	Reference ID	Reference Name	Required	Primary
	0-7679-1191-1	The Resilience Factor, Karen Reivich, Ph.D and Andrew Shatte, Ph.D	No	No

**Environment:** Protection of the environment is a continuous process that begins with deliberate planning. Units must teach this individual task in ways that minimize environmental impacts. Units will comply with all environmental laws and regulations. This includes all federal, state, local, and Host Nation laws, some of which are outlined in TC 3-34.489, The Soldier and the Environment. Refer to FM 3-34.5, Environmental Considerations and GTA 05-08-002, Environmental-Related Risk Assessment.

**Safety:** In a training environment, leaders must perform a risk assessment in accordance with FM 5-19, Composite Risk Management. Leaders will complete a DA Form 7566 COMPOSITE RISK MANAGEMENT WORKSHEET during the planning and completion of each task and sub-task by assessing mission, enemy, terrain and weather, troops and support available-time available and civil considerations, (METT-TC). Note: During MOPP training, leaders must ensure personnel are monitored for potential heat injury. Local policies and procedures must be followed during times of increased heat category in order to avoid heat related injury. Consider the MOPP work/rest cycles and water replacement guidelines IAW FM 3-11.4, NBC Protection, FM 3-11.5, CBRN Decontamination. In a training environment, leaders must perform a risk assessment in accordance with FM 5-19, Composite Risk Management. Leaders will complete a DA Form 7566 Composite Risk Management Worksheet during the planning and completion of each individual task. Prior to teaching this individual task, address all safety issues that are unique to the environment in which the training will be conducted (e.g., fire evacuation plan, heat/cold weather concerns, emergency situations, etc.). Note: During MOPP training, leaders must ensure personnel are monitored for potential heat-related injury. Consider the MOPP work/rest cycles and water replacement guidelines in accordance with FM 3-11.4, NBC Protection and FM 3-11.5, CBRN Decontamination.

#### Prerequisite Individual Tasks :

Task Number	Title	Proponent	Status
081-833-5000	APPLY RESILIENCE SKILLS AND COMPETENCIES USING THE ATC MODEL	081 - Medical (Individual)	Reviewed

**Supporting Individual Tasks :** None

#### Supported Individual Tasks :

Task Number	Title	Proponent	Status
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081-833-5002	Apply Resilience Skills and Competencies Using the Detect Icebergs Concept	081 - Medical (Individual)	Reviewed
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**Supported Collective Tasks :**

<b>Task Number</b>	<b>Title</b>	<b>Proponent</b>	<b>Status</b>
N/A	N/A	Not Selected	Obsolete